

Educator Effectiveness 104th Annual Commissioner's Conference for Superintendents Monday, June 29: General Session

Topics

- Educator Effectiveness Coordinator Position
- PEPG system implementation timeline and expectations
- Biennial budget provisions
- Equitable Access Plan

Educator Effectiveness Coordinator Position

PEPG System Implementation Timeline

Timeline

Pilot Readiness Guide Resources Provided in Early May

Spring 2015—As a follow-up to the guidance document, in early June, the Department released an Intent to Pilot Survey, to be completed by July 15. Need 100% Response

School Year 2015-2016—Both teacher and principal PEPG plans should be piloted in 2015-16 school year

Mid-end of School Year, 2015-2016—The Department will seek submittal of system plans for approval at the end of the pilot year, after districts have had the opportunity to make adjustments to their plans. The submittal reporting will likely be in increments to make data input manageable for SAUs.

Biennial Budget

Biennial budget details are still uncertain



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Equitable Access Plan

Maine's Equity Gaps

- Students from **high-poverty, isolated-small and high-risk** schools are served **by inexperienced and out-of-field teachers** more often than students in other settings.
- Students in **high-poverty, isolated-small schools and high-risk** schools are served by **teachers who work in the school for shorter periods of time (higher turnover)** than students in other settings.
- Students in **high school** are served by **principals who work in the school for shorter periods of time (higher turnover)** more often than students in elementary schools and, overall, principal turnover is higher than teacher turnover.

Development Process

1. Identify Relevant and Available Data
2. Analyze Data and Identifying Equity Gaps
3. Brainstorm Root Causes and Strategies
4. Map Strategies to Root Causes
5. Develop Plan – including ongoing stakeholder engagement

Three Strategic Action Areas

- Recruitment and Retention
- State Policies Driven Incentives
- Educator Preparation Enhancements



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Proficiency-based Education 104th Annual Commissioner's Conference for Superintendents Monday, June 29: General Session

Topics

- PBE Long-Range Plan
 - Capacity Study
 - Strategies
- Site Visit Analysis
- Extension Renewal
- Biennial Budget

To determine Maine DOE's current capacity to implement PBE, U.S. Education Development Institute (EDI) gathered evidence from key stakeholders

They spoke to members of:

- Presidential Awardees and State Teacher of the Year Awardees
- State Board Education
- LEAs/Extension Schools
- State Legislature
- Maine School Management Association
- Maine Principals Association
- Maine Curriculum Leaders Association
- Maine Assoc. of Directors of Special Education
- Maine DOE Staff
- Commissioner Desjardin/education leadership
- Business and nonprofit stakeholders

They also looked at:

- Internal documents and reports
- State education legislation
- Existing planning materials
- State testing requirements
- Student, teacher and state data
- State education plan, Education Evolving

EDI found both areas of strength and opportunities for growth in implementing PBE

R	Red
AR	Amber - Red
AG	Amber - Green
G	Green

1. Develop the Foundation

2. Understand the Challenge

3. Plan for Delivery

4. Drive Delivery

5. Create Irreversibility

Define your aspiration

Review current state of Delivery

Build the Delivery Unit

Establish a Guiding Coalition

Evaluate Past & Present Performance

Understand Drivers of Performance & relevant system activities

Determine Reform Strategy

Set Targets & Trajectories

Produce Delivery Plans

Routines

Solve problems early & rigorously

Sustain & Continually Build Momentum

Build system capacity all the time

Communicate the Delivery Message

Unleash the "Alchemy" of Relationships

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EDI recommended three key shifts as the Maine DOE plans for ongoing implementation support to districts

1. Strengthen the aspiration for PBE

- Set a clear aspiration for proficiency-based diplomas, anchored in student outcome goals, and communicate it far and wide
- In support of the aspiration, improve statewide understanding of key issues: defining proficiency; and the interplay between PBE and standards, testing, & grading
- Clearly articulate the role of the state and the role of districts in achieving that aspiration

EDI recommended three key shifts as the Maine DOE plans for ongoing implementation support to districts

2. Clearly articulate roles and responsibilities

- Establish a strong guiding coalition
- Strengthen the delivery chain: be the hub for the professional development and support conversations; integrating the efforts of district cohorts, professional organizations, and the business community
- Clarify and codify what the department is doing to implement PBE, and assign accountable owners to those strategies

EDI recommended three key shifts as the department plans for ongoing implementation support to districts

Establish progress monitoring routines

- Strengthen data collection and analysis:
 - Refine and streamline an annual implementation survey for districts to include relevant data on both inputs and student proficiency outcomes
 - Introduce formative progress checks to solicit additional feedback from districts
- Use regularly collected data to drive fact-based performance management routines – within the Maine DOE team, with the leadership team, and potentially with district leaders

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Here is the structure we're using for the PBE plan

•Goal:

•Our overall guiding goal for PBE

•Strategy:

•5 clearly defined

▪ Metric

With 1-3 key metrics for each

▪ Definition
of success

Success in terms of each metric

▪ Year

And a target year

Maine DOE PBE Implementation Goal

By 2021, 100% of Maine districts will have developed and put into practice rigorous standards and instruction, assessments, and mechanisms to report proficiency, and the Maine state-wide cohort graduation rate will remain at its current level of 87%.



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The Maine DOE plan will focus on 5 key strategies

1. Support districts to understand, measure, and report proficiency according to rigorous standards
2. Support struggling districts
3. Support all educators to align instructional practice to PBE
4. Align resources and policy at the state level
5. Understand the progress of PBE implementation state-wide

Strategy 1. Support districts to understand, measure, and report proficiency according to rigorous standards: GUIDING PRINCIPLES

Supports to understand student demonstrations of the Guiding Principles:

2013-2014 – Performance assessment development

2014-2015 – Development of progressions for Guiding Principles

Fall 2015 – Release of progressions

2015 -2016 – Development and release of tools for using the progressions

Site Visit Analysis

As mentioned previously, our support to the field will be informed by the information we collect from districts

Things going well:

Many school and district leaders are **actively setting the vision for PBE**. The priority of implementing PBE is generally well-articulated and planned for, and the imperative is widely shared.

Despite challenges, schools and districts are **developing innovative methods of working toward solutions**, then piloting and scaling programs to all students.

Stakeholders across the state are noticing **changes in culture around PBE**. Educators who were skeptical are reporting that they, and their students, have become more supportive. "We're all in this together."

As mentioned previously, our support to the field will be informed by the information we collect from districts

Areas to improve:

The department needs **to preserve and build on existing momentum**. Educators are worried that the law will change and their efforts will be undone. PBE-related communication should improve.

Everyone, especially the department, should **devote time and energy to tackling persistent challenges** including but not limited to standards definition, assessment, and reporting.

Work together to **improve connections within and between districts**. Share how districts are engaging in vertical teaming, and provide virtual and in-person opportunities for districts to collaborate.

Extension Update Survey

Extension Update Proposed Timeline

Extension survey development – April - May

Renewal survey opens – July 20

Renewal survey closes - August 27

Commissioner's Weekly Update – September 14

Biennial Budget

Biennial budget details are still uncertain



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Questions?



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